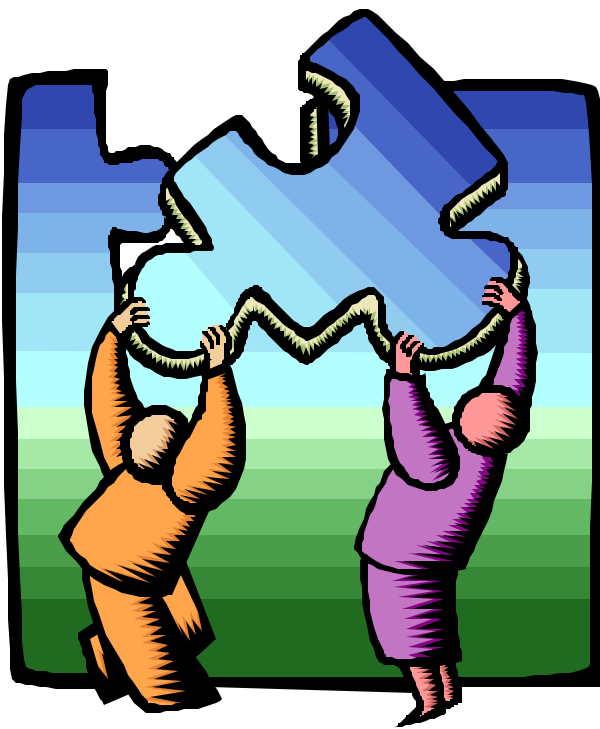


CASE: THE REGION SELF-ASSESSMENT

1-A



Job Performance
Situation 1:
Orienting New
Staff

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



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Job Performance Situation 1: CASE

Leaders who work through these training activities will increase their competency in *planning and implementing new staff orientations* and *individual development*. Job Performance Situation 1 presents a hypothetical scene from a particular federal perspective. However, the skills addressed can be generalized to *any* situation in which colleagues need to establish systems and procedures for bringing new staff on board.

Consider the following:

The Region

Hector is an ACF program and budget specialist who has worked in Head Start for many years. Recently, three ACF specialists transferred into the Head Start program from other areas within the agency. The transferees are experienced in grants management and other aspects of their new job, but lack a grounding in Head Start philosophy, history, and values. Hector has been designated as their mentor.

“I’m really glad to have this chance to be involved with Head Start,” says Doug, one of the new specialists. “The whole field of early childhood really interests me, you know.” Hector does know. Doug and his second wife have a child who is just turning three, and Doug loses no opportunity to share snapshots of Elana or relate stories about her growth and development.

“It’s great for us that you’re interested, too,” Hector replies. “Though besides the focus on child development, it’s the Head Start emphasis on a comprehensive approach that includes the family that sets the program apart.”

“Sure, I get that,” Doug answers. Hector isn’t sure that Doug gets it. “These are such crucial years for children,” Doug continues. “Their minds soak up everything! Elana is in this preschool program, and the children there are starting to work with letters and sounds. Most of our Head Start children are just as smart, I bet you. Goals 2000 wants all children ready to go to school to learn. I think we’ve got the foundation in Head Start for building a pretty nice language arts program. Wouldn’t that be a contribution—if we could grow a model in our region that has all Head Start children entering school able to read? So by the time Elana is ready for college, we might see Head Start children all across the country really ready to learn!”

SELF-ASSESSMENT

Job Performance Situation 1 requires skill competencies in *New Staff Orientations, Leading a Guided Discussion, Giving Feedback, and Developing Learning Plans*. The following Self-Assessment will help you determine your interest in completing the skill-building activities in Job Performance Situation 1.

SKILL: NEW STAFF ORIENTATIONS

Have you experienced a similar situation in which you needed to *plan and implement a new staff orientation*? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation much, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Determine the best format for orienting new staff:</i>	1	2	3	4	5
2. <i>Anticipate and develop a plan for addressing new staff needs:</i>	1	2	3	4	5
3. <i>Design and implement an initial orientation session:</i>	1	2	3	4	5
4. <i>Engage all staff in the orientation process:</i>	1	2	3	4	5
5. <i>Link new staff orientation to ongoing staff development:</i>	1	2	3	4	5

6. Questions 1 to 5 are linked to skill competencies addressed in 1-C, Staff Development and Training: New Staff Orientations. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) ____ Maybe (3-4) ____ Probably not (5) ____

SKILL: *LEADING A GUIDED DISCUSSION*

Have you experienced this or a similar situation in which you needed to *lead a guided discussion*? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation much, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill	Highly skilled	
7. <i>Prepare for leading a guided training discussion:</i>	1	2	3	4	5
8. <i>Establish rapport in a one-on-one, in-house group, or workshop discussion:</i>	1	2	3	4	5
9. <i>Effectively manage a training discussion:</i>	1	2	3	4	5
10. <i>Help participants transfer learning to their ongoing work:</i>	1	2	3	4	5

11. Questions 7 to 10 are linked to skill competencies addressed in 1–D, Staff Development and Training: Leading a Guided Discussion. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete Activity 7–D. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) ____ Maybe (3-4) ____ Probably not (5) ____

SKILL: *GIVING FEEDBACK*

Have you experienced this or a similar situation in which you needed to *give feedback*?

_____yes _____no

If yes, were you satisfied with your response? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill	Highly skilled	
12. <i>Provide guidance to help new Head Start staff identify the knowledge and skills that are critical to their job performance:</i>	1	2	3	4	5
13. <i>Develop an open pattern of communication that allows others to express their needs comfortably:</i>	1	2	3	4	5
14. <i>Use feedback as a coaching tool during orientation of new staff:</i>	1	2	3	4	5

15. Questions 12 to 14 are linked to skill competencies addressed in 1-E, Individual Development: Giving Feedback. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: *DEVELOPING LEARNING PLANS*

Have you experienced this or a similar situation in which you needed to *develop a learning plan*? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation much, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill	Highly skilled	
16. <i>Determine the skills and knowledge needed for a position:</i>	1	2	3	4	5
17. <i>Assist staff in assessing their training needs:</i>	1	2	3	4	5
18. <i>Use adult learning principles to select appropriate training resources:</i>	1	2	3	4	5
19. <i>Assist new employees in developing a learning plan:</i>	1	2	3	4	5

20. Questions 16 to 19 are linked to skill competencies addressed in 1–F, *Individual Development: Developing Learning Plans*. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) ____ Maybe (3-4) ____ Probably not (5) ____

TALLY SECTION

Review the final question in each of the previous sections. Indicate your skill-development decisions below. At the completion of the Self-Assessment, you will transfer this information to your Learning Plan.

	Definitely	Maybe	Probably not
1–C, Staff Development and Training: New Staff Orientations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1–D, Staff Development and Training: Leading a Guided Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1–E, Individual Development: Giving Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1–F, Individual Development: Developing Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE LEARNING PLAN

The Learning Plan on the next page will help you keep track of your progress on using the *Moving Ahead* materials to enhance your own professional growth. The plan is divided into four columns. Use the first column to check the skills you need to enhance or develop, based upon your self-assessment. Use the second column to record your progress in completing activities you've selected. Please note: in addition to completing individual skill-building activities, you will also track your completion of the Case Activity (B) that puts the skill-building activities in context and the related Application Activity (X) that provides you with an opportunity to practice the skills.

After you've completed the Application Activity for this Performance Situation package, return to the Learning Plan and record how you will continue your skill development in your local workplace and the types of support you will need in order to be successful.

LEARNING PLAN FOR JOB PERFORMANCE SITUATION 1

Participant Name: _____ Date: _____

1. Skills I Need	✓	2. Building These Skills	3. Next Steps for Continuing My Development	4. Support I Need from Supervisors, Managers, Co-Workers and Team Members
Put a check mark beside the skills you need to work on developing or enhancing		Record your progress in completing the training activities	Examples: Read more about the topic. Repeat activity with colleagues. Practice in a work situation.	Examples: Provide opportunities to practice. Provide constructive feedback. Serve as my mentor or coach.
		1-B, Performance Situation Activity Date completed _____		
1-C, Staff Development and Training: New Staff Orientations		1-C, New Staff Orientations Date completed _____		
1-D, Staff Development and Training: Leading a Guided Discussion		1-D, Leading a Guided Discussion Date completed _____		
1-E, Individual Development: Giving Feedback		1-E, Giving Feedback Date completed _____		
1-F, Individual Development: Developing Learning Plans		1-F, Developing Learning Plans Date completed _____		
		1-X, Application Activity Date completed _____		